|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Teacher:*** Priscilla Bromley | | ***Subject****: From Freshman to Senior: Four Years of Growth and Change*  Introduction | | | | | | ***Grade:*** Honors English I |
| ***Learning Goals*** | | | | | | | | |
| ***Standards SCELA/Common Core*** | Inquiry Based Literacy Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be …  Writing Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information …  Communication Standard 1: Interact with others to explore ideas and concepts, communicate meaning… | | | | | | | |
|
|
| ***Benchmark(s)*** | TSWBAT – Write relevant pre-interview questions  TSWBAT – Write a summary explaining describing what an oral history is and explain how this assignment is relevant to the history of Ashley Ridge High School  TSWBAT – Participate in focused group discussion about the nature of an oral history project. | | | | | | | |
|
|
|
| ***Indicator(s)*** | I.1.1 Use a recursive process to develop, evaluate and refine questions…  W.2.1.c Organize complex ideas, concepts, and information to make connections and distinctions;  MC.1.2 – Initiate and participate effectively in a range of collaborative discussions with diverse partners… | | | | | | | |
|
|
|
| ***What will students know and be able to do at the end of the lesson?***  At the end of the lesson, the students will be able to identify what an oral history is and explain its relevance to society. | | | | | | | | |
|
|
|
| ***Student Background Knowledge and Experience*** | | | | | | | | |
| ***Student prior knowledge and skills:***  All students will be on a ninth grade reading level.  They will understand how to write a summary.  They understand how to effectively work in groups. | | | | | ***Accommodations for Diversity (if applicable):***  A hard copy of the Power Point presentation will be available for all students. | | | |
|
| ***Instructional Procedures*** | | | | | | | | |
| ***Content Summary (concepts and essential understandings):***  This is the first lesson of the Oral History Unit. Students are introduced to elements that constitute an oral history. Teacher will give a short presentation (between seven and ten minutes) explaining the characteristics of an oral history. Teacher will give background information on interviewing*.* Students will write pre-interview questions. Students will share pre-interview questions in small groups. | | | | | | | | |
|
|
| ***Teaching Methods:***  Direct Instruction  Whole Class  Group Coaching  Summative Assessment | | | | | | | | |
|
|
| ***Student Grouping:*** Heterogeneous | | | ***Interdisciplinary Strategies:*** | | | ***Reading Strategies:***  **Writing to learn** | | |
|
| ***Resources and Materials*** | | | | | | | | |
| ***Written Texts:***  **N/A** | ***Oral Media:***  **N/A** | | | ***Visual Media:*** Why do Oral History? | | | *Technology:*  Smart Board  Laptop  Internet Connection | |
|
| ***Instructional Activities (Lesson sequence and allotted time)*** | | | | | | | | |
| ***Opening:***   1. Student Vocabulary Guide 2. Teacher Presentation (Video and PowerPoint) | | | | | | | | |
| ***Main Activities:***   1. Independent Writing (Questions and Summary) 2. Small-group discussion 3. Whole-Class Discussion | | | | | | | | |
|
|
| ***Closing:***   1. Teacher Re-cap (Summary – “This is what we did…” 2. Students share small-group findings | | | | | | | | |
|
|
| ***Formative Assessment/Evaluation (Attach assessments and assessment criteria – cite evidence of meeting learning goals)*** | | | | | | | | |
| Observation  Questioning  Independent Writing  Discussion | | | | | | | | |
| ***Adaptations/Accommodations (Include student needs and instructional modifications, if applicable)*** | | | | | | | | |
| One Student – Visually impaired  Accommodations:   1. Preferential seating 2. All presentations printed 3. Enlarged notes   (All these accommodations are available to the entire class.) | | | | | | | | |
| ***Reflection (Indicate what you would do the same and what you would do differently when teaching this lesson again)*** | | | | | | | | |
| **N/A** | | | | | | | | |
|
|